

Second 2007–2008 Objective	
Organization Type	School
Organization	Slavens K–8 School
Role	Library Media Specialist
Rationale	This objective supports a department goal.
Population	fifth graders
Interval of Time	9 weeks
Assessment	Teacher–Made Assessment
Expected Growth	90% of students will score proficient or higher on the Newbery post test given in October.
Baseline	5% of students were satisfactory on Pre – Newbery Test given in September.
Learning Content	Students will research, study, and read books and web sites about award books.
Strategies	The librarian will order book baskets from ERS on award books. Several books will be shared and discussed. These books and our award books will be available to read. Students will go on line to learn more about award books.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Slavens K-8 School
Role	Library Media Specialist
Rationale	This objective supports a department goal.
Population	third graders
Interval of Time	9 weeks
Assessment	Teacher-Made Assessment
Expected Growth	90% of third graders will be Proficient or higher on the post Database test. It is assumed that students have little prior knowledge of the assessed items.
Baseline	Scores from the Pre Database Test given in December.
Learning Content	Students will explore DPS Databases to discover more ways to research both at home and at school.
Strategies	The librarian will collaborate with third grade teachers on lessons connected to Britannica Encyclopedia, Citation maker, and Nettekker maker to help the research process.

Second 2007-2008 Objective	
Status	Submitted
Decision	Pending
Organization Type	School
Organization	Teller Elementary School
Role	Library Media Specialist
Rationale	This objective supports the district goals.
Population	All students who attend 85% of the time that are in Room 301, 201, and 204.
Interval of Time	One school year
Assessment	Teacher-Made Assessment
Expected Growth	75% of the students will be proficient or advanced on Information Literacy and Technology Standard One.
Baseline	See the attached pre-test data.
Learning Content	Standard 1: Uses information responsibly. Proper check-out procedures, proper care of books, returns materials on time, identifies the parts of a book, uses Lion to locate books, and uses call numbers to locate books.
Strategies	Whole group instruction, small group modeling, individual practice, and scavenger hunts.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Ford Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	One section of Kindergarten – Yellow group, which is a mix of native English speakers and native Spanish speakers
Interval of Time	One school year
Assessment	Teacher-Made Assessment
Expected Growth	80% of this Kindergarten class attending our school 80% of the school year will be able to identify three important parts of a book and three major areas of the library.
Baseline	Although some students were aware of some of the book parts, all students began the year without knowledge of where the various types of books are located in our library, as they have not used it in the past. As I want them to know both the parts of books and the areas of the library, none of the students began the year with all of this knowledge.
Learning Content	Students will have opportunities to explore both books and areas of the library throughout the year to become familiar with the parts of a book, what their purposes are, and where different types of books can be found in the library.
Strategies	Through group discussion, individual practice at locating the needed information, songs, and demonstration of using the spine label to help identify the book types, students will become more familiar with this information which will make them more informed users of the library and its materials.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Farrell B. Howell K-8 School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	6th grade students assigned to Library media for 2nd trimester who attend class 85% of the time.
Interval of Time	12 weeks
Assessment	Teacher-Made Assessment
Expected Growth	75% of the 6th grade students in the Library Media Arts class for 2nd trimester attending 85% of the time will score proficient as measured on a pre- and post teacher created assessment.
Baseline	Uncertain
Learning Content	These students will be able to write a 4-6 sentence summary from a predetermined reading assignment. The unit, and ILT project, is titled "Where in Google Earth?" and includes research on world art, history, culture, and geography.
Strategies	This unit will be taught using a short whole group instruction at the beginning of each lesson. The material will be presented in a scaffolded fashion, with each lesson adding additional skills. The second half of the class period will include independent practice. In addition, I will be working individually with students to verify understanding of the learning objective.

Second 2007-2008 Objective	
Organization Type	School
Organization	Abraham Lincoln High School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	The 5th graders in Susan Austin's class who attend Library Media class 85% of the time.
Interval of Time	Other : 1 month
Assessment	Teacher-Made Assessment
Expected Growth	85% of the students attending 85% of the time will proficient as measured on a pre and post teacher created assessment.
Baseline	Uncertain
Learning Content	ILT standards: Knowledge constructor: research process; take notes, summarizes relevant informaton Quality producer: sharing of information in organized format, creating a multimedia presentation tool
Strategies	Combination of whole group instruction and teacher-small group work. Two teacher will be collaborating and teaching together. We will each work with small groups of students.

Second 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Maxwell Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	Fourth grade students in Rooms 184, 202, 206.
Interval of Time	One school year
Assessment	Teacher-Made Assessment
Expected Growth	100% of the students attending 80% of the time will demonstrate at least 25% growth from their pre to post test.
Baseline	Baseline data is individual pre test data gathered at the beginning of the objective's interval and is recorded on 3 Baseline Data Tables. Out of 100, Room 184's average score was 31%. Room 202's average score was 27%. Room 206's average score was 32%.
Learning Content	Students will identify and use organizational features of a variety of resource materials to locate and summarize relevant information in writing.
Strategies	Students will receive whole group instruction on using table of contents, glossary, index, captions, bold words, charts, graphs, and maps to locate information. Students will individually practice using the almanac, encyclopedia, nonfiction text, atlas, dictionary, etc. to locate and record specific information about a topic.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Maxwell Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	Third grade students in Rooms 180, 181, 182.
Interval of Time	One school year
Assessment	Performance Rubric
Expected Growth	100% or higher of students attending 80% of the time will increase their score by at least one level as measured pre and post on the performance rubric.
Baseline	Baseline data is student achievement data using a performance rubric gathered at the beginning of the objective's interval. 4 is the highest score and 1 is the lowest. Room 180's average score on the rubric was 1.3. Room 182's average score was 1.4. Room 181's average score on the rubric was 1.1.
Learning Content	Students will use their own words to paraphrase and summarize information in writing from informational text, using main ideas and supporting details on graphic organizers.
Strategies	Shared reading of various types of informational text with whole group discussion . Practice and instruction in writing topic sentences, paraphrasing sentences, and summarizing general information. Individual practice using graphic organizers.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Maxwell Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	Third grade students in Rooms 180, 181, 182.
Interval of Time	One school year
Assessment	Performance Rubric
Expected Growth	100% or higher of students attending 80% of the time will increase their score by at least one level as measured pre and post on the performance rubric.
Baseline	Baseline data is student achievement data using a performance rubric gathered at the beginning of the objective's interval. 4 is the highest score and 1 is the lowest. Room 180's average score on the rubric was 1.3. Room 182's average score was 1.4. Room 181's average score on the rubric was 1.1.
Learning Content	Students will use their own words to paraphrase and summarize information in writing from informational text, using main ideas and supporting details on graphic organizers.
Strategies	Shared reading of various types of informational text with whole group discussion . Practice and instruction in writing topic sentences, paraphrasing sentences, and summarizing general information. Individual practice using graphic organizers.

Second 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Ford Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	Classroom teachers
Interval of Time	One school year
Assessment	Survey
Expected Growth	80% of the teachers will have an understanding of how to utilize LION effectively when searching for materials available to them through the district.
Baseline	A pre-survey will be administered to staff to determine their level of awareness and usage of the LION catalog system and how the various facets of it can be used to enhance their literacy instruction and time usage. The results of this survey will provide a baseline as to what they know, but all staff will receive training and information about the LION system and the resources available to them.
Learning Content	Teachers will learn how to navigate the LION system to discover more efficient searching methods, availabilities of resources to enhance their curriculum and become more familiar with the school library and the resources housed within it.
Strategies	Through staff inservices as well as individual tutorials, LION and all its facets will be demonstrated to teachers. They will be shown how to use it to access Ford's collection and the district's collection. At-home usage and access will be discussed as well as a demonstration of the various databases subscribed to and available for teacher and classroom usage.

Second 2007–2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Goldrick Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	All fifth grade students at Goldrick Elementary
Interval of Time	9 weeks
Assessment	Teacher–Made Assessment
Expected Growth	75% of the fifth grade students attending 85% of library time will score proficient on the teacher created post test. The other 25% will advance one level.
Baseline	The baseline will be established with a pretest.
Learning Content	Instruction in using electronic or print atlases, almanacs, online databases, dictionaries and advanced features of online public access catalogs such as Ask Colorado.
Strategies	The pre and post test will be given using the electronic Classroom Performance System. Instruction will be delivered to the whole group with individual opportunities for practice.

First 2007-2008 Objective	
Status	Approved
Decision	Pending
Organization Type	School
Organization	Goldrick Elementary School
Role	Library Media Specialist
Rationale	This objective supports the school improvement plan goals.
Population	Three fourth grade classes (Rooms 207,208,107)
Interval of Time	9 weeks
Assessment	Teacher-Made Assessment
Expected Growth	75% of the 4th grade students attending 85% of library time will score proficient on the teacher created post test. The other 25% will advance one level.
Baseline	The baseline will be created with a pretest.
Learning Content	Students will be able to conduct keyword, author, title or subject searches using the district LION electronic catalog to locate relevant books and websites for use in classroom projects or for personal reading interests.
Strategies	The pre and post test will be given using the electronic Classroom Performance System. Instruction will be delivered to the whole group with individual opportunities for practice.